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STATE NORMAL SCHOOL

PLYMOUTH
NEW HAMPSHIRE
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PLYMONTH NORMAL SCHOOL—Site of First Training School for Teachers in New Hampshire.

CATALOG

OF THE

NEW HAMPSHIRE STATE NORMAL SCHOOL

AT PLYMOUTH

NINETEEN HUNDRED TWENTY-ONE

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TABLE OF CONTENTS

Admission requirements ..... Page 12

Class of 1920 53

Class of 1921 54

Class of 1922 56

Class of 1923 56

Courses of instruction:

- General curriculum 31-35
- Home economics 35-49
- Commerce 49-51

Curricula 24-26

Expense 16-18

Government 19-20

Important information 22-23

Loans 18-19

Program of studies:

- General curriculum 27
- Home economics 29
- Commerce 30

School terms 21-22

Social life 20

Tuition 16-17

CALENDAR

September 7, 1920. First semester began.

November 24 (noon) to
November 29, 1920 Thanksgiving recess.

December 18, 1920 to
January 3, 1921, Christmas recess.

January 25, 1921. Second semester begins.

March 26 to April 11, 1921. Easter recess.

June 14. Closing day.

July 5 to August 12. Summer session.

September 13, 1921. First semester begins.

FACULTY

ERNEST LEROY SILVER, LL. D., DIRECTOR.

School Law.

Dartmouth College, B. L., 1899. Harvard Summer School, 1902. Teacher in rural and village schools, 1893-1900. Superintendent of schools, Rochester, 1900-1904. Superintendent of schools, Portsmouth, 1905-1909. Instructor in Plymouth Normal School, summer term, 1909. Principal of Pinkerton Academy, 1909-1911. Director Plymouth Normal School, 1911—.

HERBERT HUNTINGTON LAMSON.

Agriculture, Geography and Natural Science.

Dartmouth Medical College, M. D., 1889. Teacher in country school, 1883. Instructor and Professor of Botany, New Hampshire College of Agriculture and Mechanic Arts, 1889-1903. Botanist and Bacteriologist, New Hampshire Experiment Station, 1889-1903. Plymouth Normal School, 1903—.

LAURA BELL MCLEAN.

Art.

Graduate, Massachusetts Normal Art School, 1892. Supervisor of Drawing, public schools, Haverhill, Massachusetts, 1894-1901. Student, Harvard University, summers of 1899 and 1900. Director of Drawing, Rhode Island Normal School, 1901-1904. Student, Teachers' College, summer, 1910. Plymouth Normal School, 1904—.

LEONORA DOUGAN.

Music.

Graduate, Voice Department, Wayland School of Music. Wis-

consin, 1907. Graduate, Thomas Normal Training School, Detroit, Michigan, 1908. Supervisor of public school music, McCook, Nebraska, 1908-1911. Student, American Institute Normal Methods, Chicago, Illinois, summer, 1912-1915. Wisconsin Conservatory of Music, Milwaukee, Wisconsin, summer, 1913. Plymouth Normal School, 1911—.

CHARLES ALBERT KING.

Manual Training.

General woodworking, drafting and illustrating, Boston, Massachusetts, 1880-1898. Director of trade school and manual training, Berea College, 1898-1905. Supervisor of manual training, Bay City, Michigan, 1905-1912. Student, University of Chicago, summer, 1911. Author of King's Series of Woodwork and Carpentry. Plymouth Normal School, 1912—.

WILLIAM C. T. ADAMS.

Psychology, Pedagogy and Sociology.

Wisconsin Normal School, 1895. A. B., Taylor University, 1900; A. M., Ibid, 1901; A. M., Minnesota University, 1904; M. S., Upper Iowa University, 1905; Ph. D., Taylor and Central; LL. D., Highland, 1912; A. M., Harvard, 1917. Principal, Readstown, Wisconsin, public school, 1895 to 1899. Superintendent, Hunter, N. D., 1900 to 1903. Professor of education, Upper Iowa, 1904-05. Professor of philosophy and education, Bellevue College, 1905-9. President of Highland College, 1909-13. President, Campbell College, 1913-16. Plymouth Normal School, 1917—.

PHILA MAY GRIFFIN.

Methodology.

Graduate, Plymouth Normal School, 1913. Model teacher, Plymouth, 1913-1916. Model teacher, School of Education, University of Chicago, 1916-1919. Student, University of Chicago. Plymouth Normal School, 1919—.

CARRIE ELIZABETH HOITT.

Home Economics.

Graduate, New Hampshire College, B. S., 1915. Teacher, Antrim and Claremont High Schools, 1915-1919. Plymouth Normal School, July, 1919—June, 1920.

JOSEPH SHRIRO.

Assistant in Science.

College of Agriculture, Syracuse University, B. S. A., 1917. Student, New Hampshire Normal School, summer, 1918. Supervisor of Community Gardens, Corning, New York, summer, 1917. Headmaster, Hancock High School, 1917-1919. Plymouth Normal School, 1919-1920.

ELIZABETH WHITEHILL.

Home Economics.

Boston University, B. A., 1908. Boston School of Domestic Science, 1920. Teacher in Hadley, Medford, Winthrop and Ayer, Mass., 1908-1916. Plymouth Normal School, 1920—.

RUTH CAROLYN McQUESTEN.

Home Economics.

Graduate, New Hampshire College, B. S., 1920. Plymouth Normal School, 1920—.

SETH GINERY TWICHELL.

Science.

Graduate, advanced course, State Normal School, Fitchburg, Mass., 1915. Harvard Summer School, summer of 1914. Member of Divisional Laboratory Unit, 82nd Division, A. E. F., 1917-18. Colby College, B. S., 1920. Plymouth Normal School, 1920—.

ELSA PEVERLEY KIMBALL.

History, English and Psychology.

Graduate, Plymouth Normal School, 1909. University of Cincin-

nati, A. B., 1919. University of Cincinnati College for Teachers, graduate diploma in secondary education, 1920. Student-assistant in English, University of Cincinnati, 1918-19. Teacher in New Hampshire and Massachusetts, 1905-1912. Teacher of English, Hughes High School, Cincinnati, 1919-20. Plymouth Normal School, 1920—.

MAUD PALMER THAYER.
English and Dean of Women.

Wellesley College, 1903-05. Graduate, Boston University, B. A., 1908. Teacher in high schools of Taunton, Yarmouth, Foxboro and Quincy, Mass., 1905-1919. Plymouth Normal School, 1920—.

GERTRUDE IDA SHAW.
Secretary to Director and Instructor in Commercial Subjects.

JOHN DARY.
Superintendent of Buildings.

JAMES RICHARDS.
Engineer.

MODEL SCHOOL TEACHERS

JANE NEWTON, Principal, Portsmouth Training School, Sept. 1919—.

SIBYL A. JESSEMAN, Plymouth Normal School, Sept. 1919—February, 1920.

MILDRED M. MARCH, Plymouth Normal School, Sept. 1919—June, 1920.

BERNICE M. HURLEY, Plymouth Normal School, Sept. 1919—.

HAZEL HAIRE, Plymouth Normal School, Sept. 1919 to June 1920.

ALENA FIFIELD, Plymouth Normal School, Sept. 1920—.

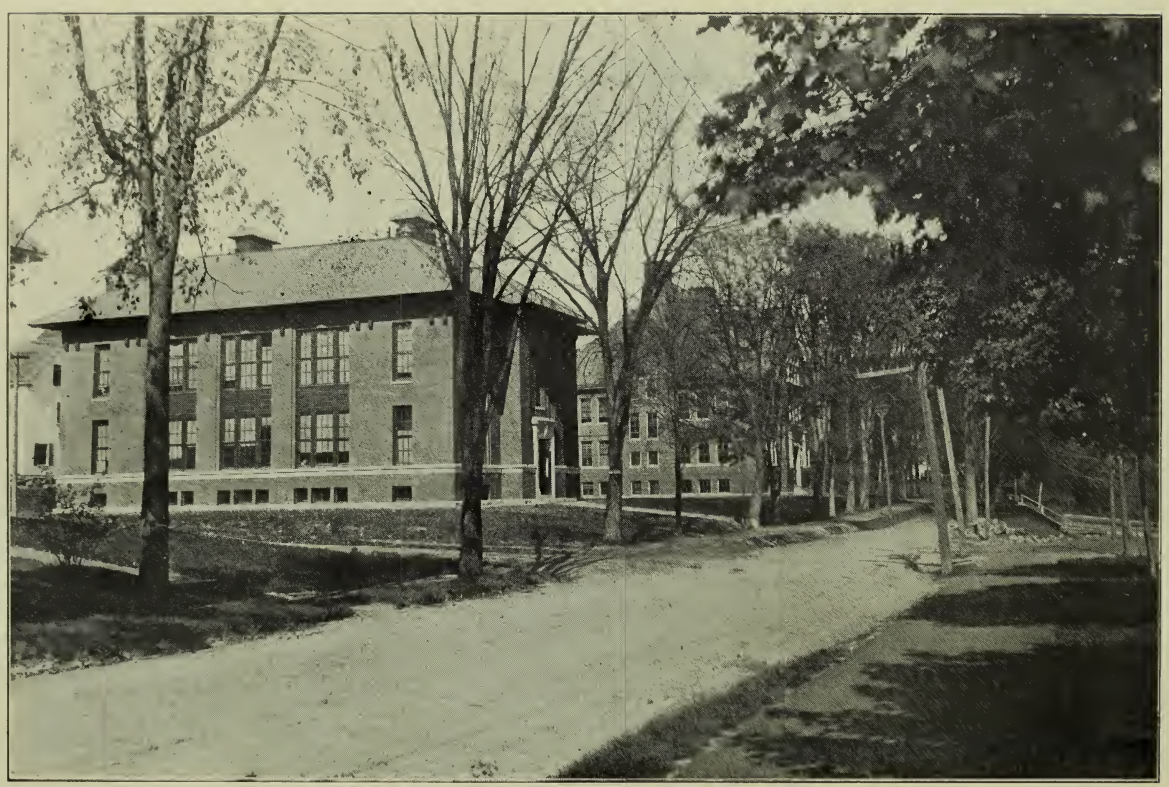
MARGARET PIERCE, Plymouth Normal School, Sept. 1920—.

HELEN B. TIGHE, Plymouth Normal School, Oct. 1920—.

JOSEPHINE MARIE GORDON.

Physical Education, Plays and Games.

Graduate Boston School of Physical Education, 1915. Director of Physical Education, Boston Y. W. C. A., summer, 1915. Aurora, Minnesota, schools, 1915-1918. Day Mountain Camp, summer, 1918. Instructor, University of Nebraska, 1918-1919. Plymouth Normal School, 1919—.



SUMMER STREET FROM THE NORMAL SCHOOL. MODEL AND TRAINING SCHOOL IN FOREGROUND.

THE PLYMOUTH NORMAL SCHOOL, authorized by act of legislature in 1870, began its first term March 15, 1871. The legislatures of 1887 and 1889 made liberal appropriations for new buildings, and in the year 1890-91, a schoolhouse and a dormitory were erected. The school first occupied these buildings in September, 1892. In the fifty years of its existence, some twenty-two hundred students have been graduated and many more have pursued courses of varying length. These graduates are doing good work in all parts of this state, and in other states.

LOCATION.

Plymouth is near the geographical center of New Hampshire in the beautiful valley of the Pemigewasset River, twenty-five miles south of the Franconia Notch. It is on the Boston & Maine Railroad, at its junction with the Pemigewasset Valley Railroad, fifty-two miles north of Concord, and one hundred twenty-five miles from Boston.

The natural beauty of the region, the remarkable healthfulness of the climate and the modest size of the town make the location of the school ideal.

THE NORMAL SCHOOL.

The Normal School is of brick, one hundred twenty feet by eighty feet, three stories high above the basement. The building is modern in equipment for lighting, heating and ventilation. It contains ample recitation rooms, as well as laboratories for nature study, drawing, domestic arts, and music, all constructed and furnished for their special uses, and supplied with practical apparatus and

models. The assembly hall and the library are well lighted and spacious. A central plant furnishes heat and light for the dormitories and the schools.

THE TRAINING SCHOOL.

The Training School is a new brick building, modern in every respect. Here the children of Plymouth village are organized into an eight grade school, under the control and direction of the Normal School. As a model school, illustrating methods of school organization and management, it is designed to teach objectively the characteristics of well organized public schools. As a training school, it is used for teaching the practical application of the principles and methods previously learned through observation of schoolroom work and the instruction of the several departments of the Normal School. Normal students here are given practice for five months in the methods of school government and instruction under careful direction and criticism. Students prepared for their work by study of principles and by observation learn by practice the conditions that will attend actual schoolroom work. Furthermore, this range of work is invaluable in determining the kind of school, whether primary or grammar, to which the student teacher is the best adapted, and where the highest success is possible. Each student-teacher is required to train in more than one grade, but she is given major training in the grade or grades for which best suited by personality and academic bent. All the student-teacher's time and energy during her half-year of training are put upon practical teaching, except that the course in school management is carried on at this time, thus making theory fit practice.

MARY LYON HALL.

The recent addition of Mary Lyon Hall to the equip-

ment of the Plymouth Normal School marks an epoch in the growth and progress of the school.

The design of the exterior of the building belongs to the colonial period. It is attractive in the dignity of its proportions, and is builded upon a hill overlooking the business district of the town. Its height permits a background of trees to soften its strong outlines, which assists to harmonize the entire building with its surroundings. The ground plan resembles the letter H, its extreme width and length being 120 feet by 200 feet. The building is of brick with granite trimmings.

The basement contains the kitchen equipped with the best modern appliances. Ample rooms for storage and a large refrigerator are handy. Two laundries are provided, one for institutional purposes, fitted with steam washer, centrifugal dryer and mangle, all driven by electricity, and the other suitably located and equipped for the convenience of the students. Chambers and toilet rooms for the employees are also located in this part of the building.

The first floor contains the music room, the library and the dining-room; also, the serving room, which is connected with the kitchen in the basement by a dumb waiter. A few chambers and well appointed toilet rooms are placed conveniently upon this floor.

The second floor contains single and double chambers, with ample private closet room. Toilet and bath rooms are conveniently placed and all are well heated by steam, abundantly lighted by electricity and well ventilated. The sweeping and dusting of the building is a simple matter, as a system of vacuum cleaning is installed. The location and size of the stairways, and the fact that no students room above the second floor, insure abundant safety of exit in any emergency. The large attic which extends over the entire building provides plenty of storage room.

GYMNASIUM.

One of the most useful features of the new building is the spacious gymnasium which offers plentiful opportunity for exercise and recreation as well as instruction in plays, games and folk dancing. Numerous shower baths and lockers are adjacent to the gymnasium. The gymnasium is a convenient and most satisfactory place for the moving picture apparatus installed here.

Through the gymnasium, passage to the Normal School is convenient by means of the spacious subway some four hundred feet long. It is not necessary in severe weather to go out of doors from the dormitory to the school. The subway was built to carry steam pipes and wires primarily but was made large enough to use as a passage. It has proved most popular in our extreme weather.

REQUIREMENTS FOR ADMISSION.

Teachers are both born and made. Plymouth Normal School attempts to make teachers out of personalities by nature adapted to the art of teaching. A natural teaching personality must show: scholarship of superior order; common sense; adaptability to the work of teaching; executive capacity; abounding health; good spirits. Lack of one of these qualities means inability to teach well. The Normal School cannot create personality, the essential factor in a teacher, and the School cannot test for personality. No amount of intellectual fitness alone can make a teacher. **A condition of admission is the understanding on the part of the student that she may be asked to withdraw whenever it appears that she lacks conspicuously any of the necessary qualifications of a teacher.**

PREPARATORY TRAINING.

Graduates of approved high schools of New Hampshire, and of other high schools outside the state rated as equivalent, are accepted without examination, upon certificate of sound scholarship and good character from the high school headmaster. Graduates of high schools not approved and graduates not acceptably certified are admitted upon examination only. If the number of applicants is larger than the number that can be received, preference will be given to early applicants whose credentials are high.

The Normal School is a professional school. It is very important that high school preparation be good in at least the following regards: ability to speak and write good English, including such elementary matters as capitalization, pronunciation, spelling and paragraphing; some knowledge and appreciation of good literature, not for rhetorical dissection, but for cultured possession; an intelligent grasp of the facts and significance of ancient and modern history; free and legible handwriting; ability to draw simple subjects; readiness in reading music; a few fundamental notions in natural phenomena. From the standpoint of the Normal School there is great value in a one year course in the high school in science, including the fundamental principles of physics, chemistry and biology, for those students who cannot find time in the curriculum for more science.

HEALTH.

Every candidate must present a physician's certificate, testifying that she is in good health, and that she is free from all physical defects that would unfit for teaching; and any student at any time may be required to submit to a physician's examination to determine her physical fitness to continue in preparation for teaching.

While in the Normal School she is required to take physical exercise and may be required to pursue a special course individually in corrective physical exercises.

CHARACTER.

Every candidate is required to present testimonials of good character, and must give two references. Anything that affects unfavorably a student's character during her Normal School term is sufficient cause for dismissal.

INTENTION TO TEACH.

The certificate which admits to Plymouth Normal School declares the intention of the student to teach in New Hampshire. All students in both New Hampshire normal schools must sign an agreement to teach in New Hampshire immediately after graduation for a period not less than the time spent in the normal school, unless excused by the State Board of Education for valid reasons or pay $100 tuition for each year or part of year in attendance. Failure to meet this obligation renders one liable to revocation of diploma and state certificate.

PROMOTION AND GRADUATION.

A definite standard of proficiency in studies is required for promotion from class to class. Faithful attention to duty for its own sake is the surest passport to the honors of the school.

Students are graduated when they have satisfactorily completed the prescribed curriculum. Upon graduation from the general curriculum a diploma is granted. This diploma is received throughout the United States as evidence of professional standing, and in most states is valid as a life certificate for teaching.

PRACTICE TEACHING.

The real test of a normal school graduate is her ability to teach—to make application of the information and professional principles given her by the school. Perhaps the strongest feature of Plymouth Normal School is insistence that the student-teacher make such application. It is not enough to know facts. Facts must be presented to school children in accord with accepted pedagogical science. Constant oversight of students in training is very necessary. At Plymouth a supervisor of training, assisted by model and critic teachers, is daily and hourly —at times continually—in touch with student-teachers. More and more, however, as the student gains confidence and strength she is left to her own initiative. Eighteen weeks of such experience is ample to prove ability and establish habits of procedure if the student possesses natural capacity. A longer time may be necessary for some, and some can never teach acceptably. With the latter, Plymouth Normal School deals honestly by advising a different line of work. Failures are not common, however. Frequently those who have not shown great ability in academic courses find themselves in the practice teaching.

The records of Plymouth graduates in the field are surprisingly good. By reference to official reports of the state department of public instruction one may find that Plymouth, for several years, has led in efficiency all normal schools and colleges furnishing teachers for our state. The proximity of our training schools to the Normal School and the intensive supervision of student-teachers are undoubtedly important factors in such records.

STATE CERTIFICATION.

Graduates are given a state license to teach for one year. Upon evidence of successful teaching for one year

following graduation, the Commissioner of Education will grant a permanent state teacher's certificate. None but normal school graduates may obtain the state certificate except on the basis of four years experience and successful passing of the state examinations.

POSITIONS FOR GRADUATES.

The prospective normal student naturally asks what is the chance for a position after graduating. The calls this school has had for teachers within the past year and for which we have had no candidates have been two or three times the number of graduates available. There is practically no limit to the demand for first-class teachers. No one needs to fear failure to get a position after graduation if she will show herself a worthy type of woman, an earnest student, and a strong, sympathetic teacher.

Salaries of teachers are improving considerably. There is special demand for strong teachers in rural and village schools at fair salaries. Especially desired in New Hampshire normal schools is the type of girl bred in the country, strong of physique, capable in intellect, assertive in personality and of sound character, who will fit herself for modern, progressive rural school teaching.

HIGHER SCHOOL TEACHERS.

Plymouth is now preparing teachers of commerce and of home economics for high schools and junior high schools, for whom there is the greatest demand.

TUITION.

Tuition is one hundred dollars a year. But students, whether residents of New Hampshire or other states, who declare their intention to teach in New Hampshire, are not required to pay tuition. Admission to a New Hamp-

MARY LYON HALL—EAST FRONT.

shire normal school with free tuition carries the obligation of the student to teach in New Hampshire immediately after graduation from the Normal School for a period not less than the time spent in the school. Every student is required to sign a contract to this effect. Violation of this contract subjects the person to revocation of diploma and state certificate and forfeiture of free tuition.

SUBSISTENCE.

Non-resident students board and room in Mary Lyon Hall; by special permission of the Director only, and for good reasons, will they be allowed to live elsewhere. The state has erected and furnished a suitable building, convenient and comfortable in every way, for the care of students. All money paid for board is expended for the purchase of provisions, service and upkeep; thus first-class accommodations and wholesome board are furnished at a low rate. The cost to students for the school year is five dollars a week, when two occupy one room. Single rooms cost ten dollars a year additional. Light, heat and laundry are included in these costs. A deposit of $5 is required when room is reserved, which deposit will be returned if the student withdraws application not later than September 1. Students may register in the school without payment of deposit, but room cannot be reserved without payment. Board bills are payable monthly. The Hall has no other source of revenue, and to take advantage of lowest cash prices must have funds immediately available. Bills for board must be met promptly.

FURNISHINGS.

Each boarder is expected to furnish her own bed linen and blankets, towels, napkins, draperies and bureau scarf. The student should bring four napkins, four pillow cases, four sheets for a single bed, a bureau cover

and cover for study table. Laundry bags, water-proof coats, overshoes, umbrella, a hot water bottle and a gymnasium suit are necessary articles. Every article of clothing must be marked distinctly and indelibly with the owner's name. Experience has proven the necessity of using woven name tapes; indelible ink will wash out. The tapes furnished by J. & J. Cash & Co., South Norwalk, Connecticut are commonly used. Twelve pieces of unstarched laundry are allowed each week free. Students are privileged to use the students' laundry on certain days. For picnic use each student should furnish tin plate, cup and spoon.

OTHER EXPENSES.

Text-books and reference books are loaned to the students free of charge; but students will be expected to pay for any damaged or lost articles. Required school supplies also are furnished; so the only necessary expense of the student while in this institution is a very small amount for class dues, and such minor personal expenses as vary with the individual. There are no laboratory or incidental fees due the school.

SELF HELP AND LOANS.

Opportunity is offered at Mary Lyon Hall for a limited number of students to earn a considerable part of their expenses by table work and other work. Early application for such opportunity is desirable. Address the Director.

The class of 1903 instituted a fund now known as the Loyalty Fund "for the assistance of any student or students who shall be deemed worthy and deserving." Succeeding classes have added to this fund which is loaned to students without interest. It is not thought advisable to make loans to new students; but any student

who has shown ability and worthiness in Plymouth Normal School can arrange to complete her curriculum by borrowing from this fund. Friends of the school, alumni and others are invited to contribute to this fund, which serves a most worthy purpose. The smallest sum is acceptable; a larger one one will do more good. The class of 1917 pledged a weekly contribution for two years from its members. May that worthy example be copied!

GOVERNMENT.

The routine discipline of the Plymouth Normal School is in the hands of the student body organized into a miniature state. Following the provisions of a well-formulated constitution, there are three branches of government, the legislative, the executive and the judicial, each affording various opportunities for display of ability. The legislative department, which consists of a senate and a house of representatives, is empowered to draw up all the regulations concerning the welfare of the citizens of the state. The enactments, subject to the approval of the faculty, become the laws which govern the student body. At the head of the executive department is the governor, who, with the assistance of a council, directs all the affairs of the state; but it is upon the judicial department with its judges and sheriffs that the enforcement of the rules depends.

It is the right of every citizen to share in the making and execution of the laws; it is her duty to aid in law enforcement, and by every reasonable means to promote the honor of the state.

The value of student government is unquestioned when the many advantages connected with its administration are considered. Not only is practical instruction gained in familiarity with the formal methods of procedure, but certain basic requirements of the teacher have their origin in state functions. The enforcement of the

law demands a sense of justice and breadth of mind; the ingenuity with which various situations must be met necessitates a spirit of self-reliance invaluable in the school room.

The semi-annual induction into office of the governor and other officials is a social function of importance and dignity. High officials of the State of New Hampshire, governors, councillors, senators, representatives, secretary of state, have frequently lent dignity to these occasions.

SOCIAL LIFE.

Many college graduates maintain that college is mostly profitable for its social values, meaning the social and intellectual contact among fellows. Plymouth Normal School is valuable in the same way. With nearly all our students living together under one roof, meeting each other on common ground, emulating the qualities of the admired, judging the shortcomings of others, commending and censuring their comrades as only peers can, a sobering, mature and rational influence must be felt.

SPORTS.

Serious life demands its recreations and variety. Outdoor parties in the form of picnics, campfires and mountain climbing are common at Plymouth. In the winter snowshoeing is a favorite sport. In the warmer months, Mount Prospect, Lost River and Lake Winnepesaukee have their charms. Dancing and billiards always have the call after supper in the parlors and gymnasium. Corridor parties, "shows," lectures, and "Governor's" balls make frequent breaks in the routine of work.

MUSIC CLUBS.

The Normal Glee Club offers opportunity for the musical ones. A Senior Choir and a Junior Glee Club furnish music for special occasions.

RELIGIOUS LIFE.

The Christian workers of the school are organized as a Young Woman's Christian Association, affiliated with the national body. Meetings are held weekly in the parlors.

LANGDON PARK.

Mr. Woodbury Langdon, a revered public-spirited citizen of Plymouth for many years, a college graduate much interested in educational welfare as well as all other matters of public concern, has deeded to the Normal School a tract of land covering several acres, for purposes of instruction and recreation. Natural beauty of winding river and wooded slopes make it eminently desirable as a park. The splendid outlook upon the mountains and valleys all around, particularly up the Baker River valley, is charming.

Mr. Langdon's kindness for several years has made corn-roasts and "Tree Days" in Langdon Park unforgetable red letter days in the memories of "Normal Girls." And those campfires on Baker River sands!—WORDS FAIL.

THE SCHOOL YEAR.

The school year is divided into three terms; fall term of eighteen weeks, spring term of eighteen weeks and summer term of six weeks. Summer term students who have one or more summer's work to their credit may return at any advantageous time during the year, by arrangement with the Director. Every one who enters the school should plan to remain through the entire term. Those who purpose entering the school are requested to notify the Director of their intention as early as possible, so that suitable arrangements can be made for them. For dates of opening and closing and recesses, see calendar on another page.

SUMMER TERM.

The summer term of six weeks duration offers opportunity to teachers in service to get great help along professional lines without losing teaching time.

Courses are offered for all classes of teachers, rural, city, elementary, secondary and special. A special summer circular is issued.

IMPORTANT INFORMATION.

All text-books and necessary materials are provided free. There is no library, laboratory or incidental fee.

Much of the normal work is in the form of lectures and conferences, which cannot be made up if missed. Absence from a single recitation, therefore, may prove serious. Frequent home visits are distractions. Examinations are sometimes given, but daily work receives greater credit. Of those who are to become teachers we expect sound scholarship, good manners, refinement of tastes, capacity for work, strong bodies and unquestioned character. Those who are seriously deficient in any of these characteristics are not desired as students. Students are expected to observe proprieties at all times, to observe hours of study and to obey the few necessary rules.

For the best interests of the students themselves, it is deemed wise that the Director or the Matron know at all times where the students are and with whom they are associated.

The work for which the student comes to Plymouth requires all one's strength and application. Social functions of elaborate sort have little place, therefore, but proper recreation is encouraged. Athletic exercises, walking, skating, snowshoeing, dancing, tennis, basketball and informal parties are common diversions.

Students must expect to find life and work in a normal school different from that of a high school or fitting

school. Responsibility and vocational interest must be assumed. Puerility, irresponsibility and indifference are out of place in a professional school.

The student accepting the privileges of Plymouth Normal School accepts therewith the obligations set forth in this catalogue to serve the state of New Hampshire as a teacher and agrees to conform both as a student and as a teacher to those customs and principles of behavior becoming to the teaching profession.

CURRICULA.

GENERAL CURRICULUM.

The general curriculum of two years is planned for high school graduates who wish to prepare for teaching in the elementary schools. Successful completion of this curriculum entitles the student to the diploma of the school and to a state certificate after teaching one year. The subjects of this curriculum are as follows:

PROFESSIONAL.

Psychology, Pedagogy, School Management, School Law, Educational Sociology.

METHODOLOGICAL.

Language, Georgraphy, Arithmetic, History, Physiology.

ACADEMIC AND METHODOLOGICAL.

Music, Drawing, Manual Arts, Domestic Arts, Nature Study and Gardening.

OBSERVATION OF MODEL TEACHING.

PRACTICE TEACHING, ONE-HALF YEAR.

COLLEGE CURRICULUM.

A bachelor's degree admits to this curriculum. Professional work of advanced nature, with observation and practice for one year, entitles to a diploma and to a state certificate after one year of teaching.

CURRICULUM FOR TEACHERS OF SPECIAL SUBJECTS.

A three years curriculum is offered to prepare for teaching and supervising music and drawing. The work of the first year of this curriculum is identical with that of the general curriculum; for the second year it is the same in part; the third year is devoted to advanced study in the special subject or subjects, with practice teaching therein. A special certificate in addition to diploma will be given.

SPECIAL COURSES.

Any one teaching in New Hampshire, or intending to teach here, may for brief periods enter the school at any time and attend existing classes, after arrangement with the Director. For such attendance, however, no credit is given. Special courses in any academic subject may be arranged with the advice and consent of the Director.

JUNIOR HIGH SCHOOL CURRICULUM.

A three years curriculum prepares for teaching in junior high schools and higher grammar grades especially. Graduation from this curriculum leads to a special diploma with State Secondary Certificate, Grade B.

The summer school offers certain courses of this curriculum.

COMMERCIAL CURRICULUM.

The very great shortage of teachers of commercial subjects in high schools demands provision for training teachers who should know not only the technical subjects of stenography and typewriting, commercial law and commercial geography, usually taught in commercial colleges, but also the pedagogical applications of those subjects

and other subjects related thereto. The normal school is the logical and proper place for such training. Provision is made for intensive work in technical commercial subjects, in related subjects, and in pedagogical applications. Much real practice in offices and schoolroom is provided. Special diploma will be issued to those completing this curriculum. This curriculum presents great apportunity for graduates of secondary schools in commerce.

HOME ECONOMICS CURRICULUM.

A three years curriculum prepares teachers for high schools and junior high schools. The work is intensive, cultural and technical. Practice teaching is provided for. Graduation guarantees adequate instruction and training for teaching any secondary courses in home economics taught in New Hampshire. Special diploma is given for completion of this curriculum. Graduates of Plymouth since 1911 in regular course can receive special diploma in home economics by pursuing advanced courses for one year and one or two summers.

GENERAL CURRICULUM.

JUNIOR YEAR.

First Semester.

Psychology	3
Observation	2
Reading and Spelling	2
Language	2
Penmanship	1
Geography	3
Physiology	1
Music	3
Manual Arts	2
Drawing	2
Domestic Arts	2
Nature and Gardening	2
Plays and Games	2

Second Semester.

Child Study: Psychology of Common School Subjects	3
Observation	2
Arithmetic	2
Literature and Grammar	3
History	3
Hygiene	1
Music	3
Manual Arts	2
Drawing	2
Domestic Arts	2
Nature and Gardening	2
Plays and Games	2

SENIOR YEAR.

Pedagogy	3
Educational Sociology	2
School Law	1
Observation	2
Drawing	5
Music	2
Manual Arts	4
Domestic Arts	4
Elementary Science	4
Plays and Games	2
School Management	2
Practice Teaching (daily)	18

JUNIOR HIGH SCHOOL CURRICULUM.

THIRD YEAR FOLLOWING WORK OF GENERAL CURRICULUM.

Psychology of Adolescence	3	Secondary Education	3
Mathematics	3	Mathematics	3
History of Civilization	3	History of Civilization	3
Science	3	Science	3
English	3	English	3

And Six Hours Throughout the Year Elected From

Music	2	Manual Arts	2
Drawing	2	French	3
Domestic Arts	2		

HOME ECONOMICS CURRICULUM.

FIRST YEAR.

English	3	English	3
Psychology	3	Psychology of Adolescence	3
History of Civilization	3	History of Civilization	3
Music	1	Music	1
Physical Education	2	Physical Education	2
Mathematics	3	Mathematics	3
Household Chemistry	3	Household Chemistry	3
Cookery and Foods	4	Sewing and Drafting	4
Drawing	2	Drawing	2

SECOND YEAR.

English	3	English	3
Educational Sociology	3	Secondary Education	3
Music	1	Music	1
Physical Education	2	Physical Education	2
Social Customs	2	Economics	3
Dressmaking	2	Home Decoration	2
Textiles	2	School Management	2
Physics	3	Physics	3
Biology	3	Biology	3
French	3	French	3
		School Law	1

THIRD YEAR.

Chemistry	3	Chemistry	3
Physiology	3	Nursing	3
Advanced Cooking	3	Dietetics	2
Millinery	2	Household Appliances	3
Household Accounts	1	Appreciation of Art	2
French	3	French	3
Teaching and Methods	5	Teaching and Methods	5

COMMERCE CURRICULUM.

FIRST YEAR.

English	3	English	3
Psychology	3	Psychology of Adolescence	3
History of Civilization	3	History of Civilization	3
Music	1	Music	1
Physical Education	2	Physical Education	2
Mathematics	3	Mathematics	3
Commercial Geography	3	Commercial Geography	3
Business English	2	Business English	2
Stenography and Typewriting	3	Stenography and Typewriting	3
Penmanship	1	Penmanship	1

SECOND YEAR.

English	3	English	3
Educational Sociology	3	Secondary Education	3
Music	1	Music	1
Physical Education	2	Physical Education	2
Social Customs	2	Economics	3
Office Practice	3	School Management	2
Commercial Arithmetic	3	Commercial Law	3
Bookkeeping	3	Bookkeeping	3
French or Spanish	3	French or Spanish	3
		School Law	1

THIRD YEAR.

Review and Methods in Stenography and Typewriting	3	Advanced Stenography and Typewriting	3
Business Organization and Administration	3	Business Organization and Administration	3
French or Spanish	3	French or Spanish	3
Practice Teaching	10	General Science	4
		Appreciation of Art	2
		Social Economic Problems	5

COURSES OF INSTRUCTION.

Preparing for Teaching in the Grades.

PSYCHOLOGY.

This course, taught from the standpoint of human behavior, extends throughout the junior year and consists of lectures, assigned readings and reports. The student becomes acquainted with psychology as a part of everyday life. The teacher's viewpoint is always in the foreground. For convenience the course is divided into three parts:

I. **General Psychology** consists of a consideration of the place, importance, scope and application of psychology in modern life. The following phases are studied in detail: Consciousness and behavior; instincts and habits; sensation and perception; imagination and memory; interest and attention; conception, judgment, reason; will; emotions, and the self.

II. **A Fundamental Study of the Child** consists of: Further study of instincts; mental and physical growth of the child; developmental stages as evidenced by infancy, childhood, youth, adolescence, and post adolescence; and moral training.

III. **Psychology of Elementary School Subjects.** In this most important course everything is made as practical and usable as possible. The following subjects are studied: Aim of education; standard tests and measurements; units of measurements; intelligence tests; mental and physical growth; individual differences; instincts and habits; memory and imagination; the learning process; the place and value of examination, tests and drills in education; value of motivation and project plans.

EDUCATIONAL SOCIOLOGY.

This course is a brief introduction to the significance of natural forces in the formation of society in its varied aspects; genetic factors in social progress; principles of economic growth; development of customs, laws and national characteristics. The aim is to study the relation of education to sociology.

Society is studied from the earliest periods to the present time. The school is a social institution and educational sociology is the application of scientific methods and principles to the study of everyday school problems. By means of lectures, readings, and reports the following topics are covered: Evolution of man and society; stages of civilization and types of education; origin of family; social and industrial evolution in America; educational movements from 1635 to 1890; modern social and educational problems; socialization and democratization of education; organization and supervision; justification for our school programs of study; defective classes (with special reference to N. H.); vocational guidance; motivation and project plans; medical inspection and sanitation.

SCHOOL MANAGEMENT.

This course includes a survey of the several factors in the teaching and governing of an ideal school; the teacher's personality and her relation to her pupils and to the community life; organization of the school; use of a program of studies; the daily time-table; technique of class instruction; the conduct of the recitation; incentives, penalties, prizes, privileges; their virtues and vices; schoolroom habits and routine; work, fatigue and interest; testing results; grading and promotion; attendance and punctuality; school records, including the keeping of the register; physical conditions of the school grounds, outbuildings; schoolrooms; decoration, sanitation, heating and ventilation; the educational necessity and significance of plays and games.

ENGLISH.

Normal School work in English includes literature, grammar, composition and reading studied from the methodological point of view.

Literature. The foundation of this course is the reading list suggested in the program of studies for the elementary schools of New Hampshire. Besides careful study of all that material, acquaintanceship is required with other works by the same authors, including something of the life of each, and his place in the history of literature. The aim of the course is essentially preparation for teaching. With this object in view, lessons are planned, demonstrated and discussed in connection with the observational and practice work of the Training School. The

choice of literature for grade work, the art of story-telling, reading aloud, memorizing selections, and dramatization are some of the essentials included. The correlation of literature with other branches of study is considered, and the relations between literature and life are developed and emphasized.

Grammar. It is assumed that the foundation for grammar work has been laid in the high school. Some time is given to the review of the principles of grammar, but the major part of the time is devoted to the psychology and pedagogy of teaching the subject. Students tie up practically in class teaching and discussion of observations the theories presented.

Reading. The aim of this course is to prepare teachers to develop efficient readers. With this aim in mind the psychology, pedagogy, and hygiene of reading are taught. Special emphasis is given to the child's natural tendencies and to the methods of the first three grades. Observation lessons taught in the Model School illustrate the underlying principles.

Composition. Although little formal instruction is offered in English composition, language-teaching is an integral part of the course in literature; practice is afforded in correcting papers; frequent themes are written and discussed from a technical point of view; a school paper, The Prospect, publishes the best literary efforts of the students; and a thesis on some pedagogical topic is required of every candidate for graduation. Every department of the Normal School insists on good English in speaking and writing.

GEOGRAPHY.

The course in geography considers from the methodological standpoint the following briefly summarized topics; (a) Home geography, as furnishing a first hand acquaintance with most of the factors of world geography; (b) The earth as a unit; its shape, movements, and the land and water divisions of its surface; (c) A more advanced consideration of the physical factors met with in home geography as constituting climate, viz.: temperature and its modifications, winds, evaporations, precipitation, drainage, water currents, land water forms, the zones and seasons; (d) Distribution of plants and animals; (e) Geographical expression: Globes, latitude and longitude, map-making and map-reading; (f) Type studies in the relation of the earth to man: countries or sections: their surface features,

natural products, industries, commerce, schools, government and religion.

HISTORY.

Since the course in history is chiefly a course in methods prospective students are advised to study all history possible during their high school course. A broad historical background is essential as a basis for the normal school course. History is presented from a new point of view—that of the teacher. The development of man's progress from primitive times to the present day is studied. Emphasis is placed upon social and industrial rather than upon political history. The history of the past is taught through present day problems. The work is correlated with art, literature, geography and other elementary school subjects whenever it is possible. Community civics is included in the history course. Observation lessons are taught in the Model School, where students have an opportunity to see how the work is actually presented to the children.

PHYSIOLOGY AND HYGIENE.

To show the interest and value the subject may have for children, to present material that may be brought into school and to point the way how best to use this material, are some considerations of this course.

Physiology and hygiene teaching should not end when the teacher has taught the number of lessons required by statute. We aim, therefore, not only to interpret the State Program, but to prepare a student to seize every opportunity for health work in the community through the influence of her school; to perform, as nearly as possible, the duties of school nurse in the place where there is no nurse, and to be a leader in clean-up work. We accomplish this by means of lectures, extensive reading, observation in the Model School, and in actual opportunity to put on a working basis the knowledge gained by the student.

GYMNASTICS, FOLK-DANCING AND ORGANIZED PLAY.

Two hours a week are required of all for physical training in the form of corrective gymnastics, folk-dances and games of varied sorts adapted to the interests and needs of all grades. Lectures are given in connection therewith upon the value and

significance of play and the ways and means of organizing playground activities. Normal students are constantly on the playground and in the gymnasium with the children of the practice school.

HOME ECONOMICS.

In the General Curriculum the work in home economics requires two periods weekly in the junior year, and four periods weekly during one semester of the senior year. Seniors are required to take the course; juniors who have had four years of home economics work in high school are excused from the junior work if they elect. These courses are intended to equip students with knowledge which will enable them to teach home economics in the graded or rural schools. These courses are not specialized courses; the three-year home economics curriculum trains specialized teachers.

The aim of the work in the junior year is to give the students a working knowledge of cooking and sewing through actual practice. At the end of the course, students are able to devise for themselves simple and attractive clothes, to plan, purchase, and to cook economical and appetizing meals. A brief outline of the course is as follows:

1. **Sewing.** Cooking outfit of apron, holder, towel and cap; underwear, nightgowns or kimonas, blouses or shirtwaists, renovation of worn garments, darning and patching; methods of washing and ironing, removal of stains, and the effect of various chemicals on textile fibres.

2. **Cooking.** Preservation of foods, soups, cereals, batters and doughs, meats, fish, salads, desserts, beverages, and ices. In connection with this, simple meals are served with especial attention to table service.

The senior course is planned to instruct students in advanced phases of the subject, and to suggest best methods of teaching it. The general theory followed is that no stitch in sewing and no single process in cooking should be taught for its own value but only as a fundamental factor in creating some finished product. The work is outlined as follows:

1. **Pedagogical Principles** applied to home economics, methods of teaching domestic science and art; relation of home economics to physical development of pupils; systems of ranking,

individual needs; home work of pupils; planning exhibitions and sales; economy in buying and managing.

2. **School Problems:** Noon lunches; the lunch box; adaptation of the state program; equipment.

3. **Table Service.** Etiquette and decoration.

4. **Simple Household Accounting.**

5. **Bacteriological** growth; sanitation; milk and water supply.

6. **Dietetics:** Standards, values; food adulterations; balanced menus.

MANUAL ARTS.

The central thought in the plan of the work of this department is that it shall be distinctively normal, as the principal reason for its place in the school curriculum is to enable the future teacher to conduct classes in elementary handwork under the conditions prevailing in small towns and villages and in the rural districts. The work is planned, not only for its immediate educational significance, as he will acquire a conception of form, of spatial and tactual relations, and the fundamental muscular coordinations which will later become the basis of vocational skill. Especial attention is given to the adaptation of modern pedagogy to the teaching of hand work, and the correlation of the scholastic subjects with the outside interests of the student.

FIRST YEAR 36 weeks. 2 periods each week.

a. Care and use of woodworking tools and their application in making schoolroom equipment and articles of utility.

b. Study of applied design, the making of freehand sketches, and of elementary wood carving (elective); also the reading and making of working drawings in two and three planes of projection.

c. The study of native woods, their values and uses; lectures upon forestry and conservation in collaboration with the Forest Service, Department of Agriculture, Washington, D. C.

d. Basketry, cane seating, weaving; demonstrations of industrial processes, pattern making, molding, concrete work.

e. Use of finishing materials; staining, shellacing and polishing.

f. Making and discussion of simple building repairs.

SECOND YEAR 18 weeks. 4 periods each week.

DIVISION I.

a. Study of the manipulation of various materials suitable for the hand work of the four lower grades under rural school conditions; making simple articles of pasteboard, thin wood, twigs and other easily obtainable material involving the production of elementary forms for use as historical, illustrative and correlative material, and for sand table work.

b. Study of the aims, psychology and pedagogy of hand work.

c. Study of equipment, supplies and sources of information. Practice teaching.

DIVISION II. 18 weeks. 4 periods each week.

a. Study of the six principal forms of construction; grooved, halved, mortised, dowelled, glued, mitered.

b. Application of above in making selected articles which must be of such a nature that all the different forms of construction are involved. This allows the student to make any simple piece of work that can be done within the required time.

c. Study of aims, psychology and pedagogy of hand work.

d. Discussion of rural school problems.

e. Study of equipment, supplies, sources of information and lesson outlines. Practice teaching.

THIRD YEAR.

Students electing manual arts for the third year will take up advanced woodwork aimed at developing mental and manual coordinations and in preparation for teaching the subject in the elementary schools. Work includes mechanical drawing, applied design, the psychology and pedagogy of the manual arts from the standpoint of the supervisor, and the relation between the manual arts and the community needs.

MUSIC.

Music is one of the subjects which must be treated in the normal school academically as well as professionally, because so many of our students are untaught in singing and musical theory. As much importance is given to the subject-matter and methodology of music as to geography or history. Our graduates are expected to be able to teach singing in an ordinary schoolroom either independently or in intelligent cooperation

with a supervisor of music. The course in music may be divided as follows:

1. **Sight Reading, Theory, and Ear Training** includes class and individual drill in reading at sight, without accompaniment, beginning with melodies of simple rhythm, and in all keys, and progressing to part songs involving all problems of rhythm and melody. Special attention is given bouyancy of movement, phrasing, tone quality and articulation. Many songs suitable for school use are learned. Work in theory is given in connection with sight reading and ear training. Much dictation work is given and pupils are trained to sing and to write in correct notation musical phrases which are played or sung, beginning with simplest phrases and progressing to more difficult rhythms. Ear training and singing of songs at sight are so blended as to result in general musical growth.

II. **Methods of Teaching** are considered from many viewpoints. Beginning with children's music, study in primary, intermediate and upper grades are reviewed, the class becoming familiar with material used in each grade and the method of presenting each new problem. Plans are required for presenting different problems, and a chance is given for practical teaching.

III. **History and Appreciation** includes development of music in all its forms, from primitive times to the present; appreciation of the greatest and best composers, and what they have contributed to the history of music; study of opera, oratorio, the symphony and smaller music forms; composition of great masters analyzed with use of victrola.

IV. **Chorus Class,** open to all students, gives an opportunity to become familiar with song and oratorio literature.

DRAWING

The course in drawing aims to give the prospective teacher help and inspiration in the perfection of her own ability, and to make her efficient in teaching the subject. The course includes freehand drawing from nature, landscape composition, illustrative sketching and blackboard drawing; color and design to the end of knowing and appreciating problems and principles as applied to school and home decoration, dress, and art generally in its various forms. Different forms of handwork and construction adapted to the grades are worked out in paper and cardboard and in sandtable representation. Other work consists of problems in

elementary bookbinding, weaving, and mechanical drawing, the reading and making of working drawings and plans. The entire course is planned to be practical and capable of use in the elementary schools. Student-teachers arrange subject matter, make outlines and lesson plans, and give outlines in all grades.

MATHEMATICS.

Arithmetic of the first six grades as outlined in the state Program of Studies is presented to the Normal School students from the point of view of the teacher. Study of presentation of subject matter, psychology and underlying method, materials of help in teaching the subject, and practice in lesson planning and presentation make up the work. Little review of subject matter should be necessary, but incidentally, of course, much academic review is involved in pedagogical presentation.

The mathematics of the junior high school, grades seven and eight, is presented to prospective teachers much as it is presented to pupils in the Model School. This procedure is necessary for the present, because no student now in Normal School has been taught the mathematics of the junior high school, at least in the form in which it is now taught. Mathematics of the junior high school includes constructional, observational and concrete geometry, and elementary, rational algebra. The aim in geometry is to acquaint the teacher as well as the pupil with geometrical concepts, to train the eye and hand in the use of the straightedge, compass, triangle and protractor; to develop powers of observation and intuition as applied to geometrical forms. The general subjects studied are quadrilaterals, triangles, circles and proportion. No emphasis is placed upon the logical geometry of the senior high school. Algebra is presented from a pedagogical standpoint. It is taught as generalized arithmetic and the meanings of terms are learned through using them. Only practical equations and those which are based on arithmetic are emphasized. Algebra, geometry and arithmetic are correlated wherever it is possible. A brief study of graphs is taken because of their practical value.

Students have opportunities to observe the teaching of this work in the Training School. Discussions of observation lessons and teaching of lessons is included in the course.

NATURE AND ELEMENTARY AGRICULTURE.

Successful living depends upon adjustment to, and familiar-

ity with, one's environment. A great deal of this is acquired by the child outside of the school; but special help and guidance in various ways is of great importance. Geography and nature-study are especially contributory to acquaintance with the material environment of the child. The aim of the course in nature-study is to fit the teacher, in so far as the alloted time will permit, to guide and help the children to become acquainted with the simpler fundamental facts and relations in their surroundings which will be most helpful to their development. This includes a study of the subject-matter and the methods of presentation. The subject-matter comprises a study of plants, four-footed animals, birds and insects; their manner of life and their relation to one another and to man. Fundamental facts about land, water, air, and the forces which are acting upon them to produce the changes and happenings which are of every-day experience. Emphasis is laid on elementary agriculture and gardening as centers for correlation of nature topics.

The special method of nature-study embraces the aims of the subject, the selection of topics, the preparation of lesson plans and the pedagogical principles which govern their actual classroom development. A sizeable school garden in which all students are required to work is the laboratory of agriculture. Problems of the farm, involving domestic animals, vegetable and flower gardens, fruit gardens, orchards, fields, pastures, wood lots, seeds and seed testing, forcing, planting, cultivating and harvesting are discussed. As far as possible information imparted is worked out in practical problems.

ELEMENTARY SCIENCE.

This course aims to acquaint with common, everyday applications of simple facts of general science. Lectures, readings, experiments, demonstrations with simple homemade apparatus and materials easily accessible, familiarize the student-teacher with content and method.

VISUAL INSTRUCTION.

Recognizing the educational possibilities of the moving picture as well as its entertaining value we have installed the best machine obtainable, a Simplex. Geography, travel, nature, industry, art and literature are portrayed on the screen. Our two stereopticons are frequently used especially in geography and manual training work.

COURSES FOR THREE YEAR STUDENTS.

Preparing for High School Teaching.

HOME ECONOMICS.

The success of Plymouth graduates and the increasing demand for well trained teachers of home economics make it advisable for all interested students to take advantage of this specialized work. In order that entering students may receive the full benefit of the work, it is essential that they shall have had high school training in home economics. Working in close harmony with other subjects of the curriculum, the curriculum aims to provide a thorough background of information and a knowledge of the best methods of teaching the subject. It purposes to train teachers for the task of fitting girls in the grades and in junior and senior high schools to become successful home makers. Fairly small classes permit much individual instruction and development of students.

COMMERCE CURRICULUM.

Finding a competent teacher of commercial subjects for the high school has been one of the hardest problems of the headmaster and the superintendent. Only a few colleges and normal schools have assumed to provide such teachers. The person who has had little training for teaching commerce except what commercial colleges have offered has been found lacking generally in qualities of broad scholarship, professional maturity and pedagogical procedure. We offer a special commerce curriculum of three years to provide in New Hampshire teachers of adequate scholarship and professional training to elevate the standards of commercial work in secondary schools.

A teacher of commerce must be first of all a fit personality for teaching. Three years in normal school will discover and develop personality. Secondly, the teacher in a high school must have general scholarship to a considerable degree. Thirdly, that teacher should know her work in a professional way. Our commerce curriculum is based on these assertions. We offer not only the usual courses of a curriculum narrowly conceived; we

require as well study in several courses which will make for general acceptability as a citizen and teacher. This curriculum should interest high school graduates who wish to teach commerce in a high school.

PSYCHOLOGY.

The first semester course is identical with psychology of the general curriculum described on page 31.

PSYCHOLOGY OF ADOLESCENCE.

The aim of this course is to give prospective high school teachers a knowledge and sympathetic understanding of the natural tendencies and behavior of the adolescent between the ages of twelve and eighteen years. After a brief review of the principles of general psychology, attention is turned to the physiological phenomena of adolescence, particularly to instincts and habits, physical and mental growth, individual differences, transfer of training, formal discipline, the social, religious and moral aspects of adolescence, the general and specific aims of secondary education, and the inevitable problems of school management.

SECONDARY EDUCATION.

This course aims to give the student an understanding of the special function of the American high school, its history, its present academic and social aspect, and its relation to the general problem of adolescence. The following topics are studied: Primitive education; Greek and Roman secondary education traced to England and from thence to America; review of secondary education in other countries; history of the Latin grammar school and the academy; history and development of the American high school; study of the comprehensive versus the specialized high school; modern tendencies in secondary education with special reference to the six-three-three plan; study of curricula and psychology of high school subjects.

EDUCATIONAL SOCIOLOGY.

Same course described on page 31.

HISTORY OF CIVILIZATION.

This course aims to inculcate respect and admiration for the achievements of the past with a due sense of proportion of

the importance of the present in light of the whole, to exemplify the theory of evolution, and to discover through what experiences man has reached his present degree of civilization. Emphasis is placed upon the influence of those nations which have made lasting contributions to the social, political, economic, religious and educational development of the human race. The peculiar power of the religious and philosophical ideas of a people is particularly stressed. The influence of the orient upon ancient and modern nations is considered, and particularly the unceasing activities and turbulence of the Aryan peoples from the time of the dominance of the Persians through the recent titanic upheaval in central Europe. Particular consideration is given to the convergence of the various streams of culture through Babylonia, Egypt, the Classical Nations, the Romance countries and the Teutonic peoples to the United States.

MATHEMATICS.

Although this course is designed primarily for those who desire to teach in junior high school yet it affords an excellent opportunity for those wishing to gain a knowledge of mathematics as a science. Algebra is presented from a pedagogical standpoint. The relation of algebra to arithmetic is demonstrated whenever possible, and emphasis is placed upon methods of presentation. The aim is to present a practical but substantial course. Equations and their application to useful problems and the study of graphs with their relation to everyday life form important parts of the course.

The aim in geometry is to consider geometrical concepts, to train the eye and hand in the use of the straightedge, compass, triangle and protractor; to develop powers of observation and reasoning as applied to geometrical forms. The general subjects studied are triangles, quadrilaterals, circles, the essential geometrical solids and proportion. Many of the propositions of the logical geometry of the senior high school are purposely omitted. A brief study of the trigonometric functions of the right triangle and their application is also made.

Other branches of the science aside from these previously mentioned are presented from a cultural point of view for the purpose of giving the teacher a broader outlook and a greater interest in mathematics as a science. Briefly, the history of mathematics is considered.

ENGLISH.

The object of the English courses is two-fold: To direct the student toward the acquisition of a wide knowledge of literature which makes for a resourceful and cultivated personal life, and to assist the prospective teacher of high school English to prepare intelligently for her special problems.

English I. The aim of this course is to give facility in the tools of oral and written English, and to find pleasure in prose and poetry. More emphasis is placed upon literary type than upon historical period: The essay, the short story, the novel, the autobiography, the object of art, the technique of poetry, the ballad, the lyric, vers libre, and the drama. Because appreciation in literature is best attained by doing, each pupil contributes her own efforts in the short story, the formal and informal essay, the book report, the autobiography, the ballad, the lyric and free verse. Students are acquainted with some of the most famous short stories, and how to teach them. "Round Table" is held once a week.

English II. Study, in proper setting, of classics used in high school English with reference to best methods of presentation and practice in writing allied composition work usually required sets forth the development of English literature. Libraries and their use and book lists are studied.

English III. (Elective) This is a course in literary appreciation; reading and writing course for those students who wish advanced and intensive literary training.

ECONOMICS.

The aim of this course is two-fold: (a) To afford training for effective citizenship, as far as that depends upon intelligent understanding and clear thinking with reference to the economic problems of the day. (b) To prepare for teaching citizenship and elementary social science in the high school. The course consists of a general survey of economic wants, consumption, production, exchange and distribution of wealth, labor and capital, landlord and tenant, money and banking; assigned readings, reports and lectures.

PHYSIOLOGY AND HYGIENE.

Physiological principles and theories are discussed. Simple laboratory experiments are performed. Drawings are made to

represent what the student sees as he goes from structure to structure. Special stress is placed on hygiene and sanitation, care of body, hygiene of feeding, prevention and care of diseases, domestic hygiene and sanitation, public hygiene and sanitation and public health.

BIOLOGY.

The year's work in biology really considers three sub-divisions of biology: Botany, bacteriology and zoology. Some of the topics covered are: Structure and physiology of flowering plants and identification of many common plants; special consideration of cultivated plants; the nature and economic relations of fungi; the nature, economic and hygienic relations of bacteria; a survey of the principal animal groups; their biological adaptations and economic relations. Special attention is directed to the native wild animals, domestic animals, insects and birds. Direct observation is the method of study when possible.

CHEMISTRY.

General chemistry as a formalized science entering into much of our life is treated more fully in the last year of the curriculum. In household chemistry rudiments of the subject have been considered and applications made in everyday, common things. Now the aim is to gather up for the student all we can of the science of chemistry to the end of adequate scientific understanding and chemical information.

PHYSICS.

Physics is the basis of full understanding of household appliances, and of many phenomena of life. The course here given is shorn of useless formalism and wasteful laboratory performance, but it includes the common, meaningful experiments and laws which enrich life, command energy and vitalize teaching of the subject.

HOUSEHOLD CHEMISTRY.

The principles of chemical reactions are briefly reviewed. Following this a detailed study is made of such topics as the following: Foods, their preservation and adulteration; bread making; milk and other dairy products; cleaning and laundering; dyes and dyeing; textile materials; oils, fats and soaps; clean-

ing of metals; fuels, fireplaces and stoves; gas and gasoline stoves; air and ventilation; water and chemical purification. Other topics will be brought in as time permits. Each student will be required to make a series of experiments to become familiar with the simpler tests that all housewives should know. This course is made just as practical and useful as is possible.

COOKERY AND FOODS.

Elementary Cookery. Cookery includes practice in the preservation of fruit, soups, cereals, batters and doughs; meats, fish, salads, desserts, beverages and ices. The products made are simple suitable for serving in the average American home. One meal a week is served which gives practice in purchasing, preparing, and serving.

Advanced Cookery. This course differs from elementary cookery only in the fact that more difficult dishes are prepared. Classes frequently do work on a large scale in serving banquets, catering for receptions, and preparing meals for the whole student body.

METHODS OF TEACHING COOKERY.

Types of lessons are studied; also aims in teaching; planning work for varying communities; equipment; supervision of home work; ranks; discipline; economy, organization and management of cooking classes. In connection with this course, students do practice teaching in the grades of the model school four hours per week and have conferences with the home economics instructor in regard to those classes.

NURSING AND PHYSIOLOGY.

This course includes study of the body structure and processes; personal hygiene; care of the sick-room; study of bacterial diseases; emergencies and first aid; food adapted to invalids; invalid cookery—liquid diet, soft diet and convalescent diet.

DIETETICS.

In this course we make a scientific study of food values; body requirements; substitutes for staple foods; balanced rations; diet for the young, the old and the invalid. This works in close conjunction with the course in home nursing.

HOUSEHOLD ACCOUNTS.

Under this head are involved personal and family budgets; relation of food, clothing, shelter and higher life to total budget; types of cash accounts; bank accounts; postal service; taxation; interest; insurance and other forms of business peculiar to the household; house furnishings; laws of household business. Each student in the class is required to keep a personal cash account and clothing budget.

SEWING AND DRAFTING

Elementary Sewing. This course includes stitches and processes of sewing involved in making a cooking outfit of towel, cap, holder, and apron; set of underwear; kimona; blouse or shirt waist. The use and care of sewing machines are thoroughly studied. Students are instructed in the use and alteration of commercial patterns and simple problems in drafting are done.

DRESSMAKING

Advanced Sewing. The purpose of this course is to acquaint the student with the possibility of remaking garments, the benefits of "making or buying," and the suitability of various cloths, designs, and colors to certain occasions. Harmony of color and design with the individual is brought out by sketches. "Bettey" Dress Forms are made by each pupil for use in the making of dresses. Darning, patching, and embroidering are then taken up.

TEXTILES

In this course we study the processes by which fibers become fabrics; introduction of color; effects of spinning; effects of weaving; finishing processes; tests for fibers; value of material; suitability of the material for the pattern, the individual, the season and the style of the season. This course is enriched by practice in performing some of the early processes of clothing manufacture, by laboratory work and examination of materials, by visits to textile mills and by moving pictures sent by Amoskeag Company, Corticelli Silk Company and Smith and Dove Linen Manufacturing Company.

METHODS OF TEACHING SEWING

The relation of sewing to physical development of girls is studied; also aims in teaching; ranking; types of criticism; discipline; standardized problems; supplementary work; methods of introducing selection of clothing; and textiles in connection with sewing classes; preparation of demonstration cards; practice in making handwork projects and small projects for grade and high school pupils; collection of illustrative material; arrangement of sewing courses to fit community needs. Practice in carrying out suggestions received is obtained in teaching grade classes.

MILLINERY

In this course we renovate old hats; study lines, color schemes and decoration; evolve process of making one sport hat and one dress hat.

DRAWING

The course includes a study of the principles of design and of color and color harmonies; lettering; designing of initial letters and monograms; decoration of material by block printing and stencil; freehand and blackboard drawing. As far as is practical, application in design is made in different materials.

COSTUME DESIGN

In this course are emphasized the principles of design, of color and color harmonies that are of practical value in the selection and designing of garments and costumes. The average and the individual type are studied that the taste and judgment of the pupils will be developed.

HOME DECORATION

Home decoration includes the principles of design and color as applied to the furnishing and decorating of the home. Plans of rooms and different types of houses are made, including designing and decorating of interiors and exteriors and problems of artistic and economic furnishing.

HOUSEHOLD ORGANIZATION AND MANAGEMENT

This course considers attractive and convenient arrangement of house; lawns and gardens; buildings and surroundings; kitchen equipment; economy in planning and organization; servant conditions; marketing; cleaning; serving meals and entertaining; sanitation—location, milk and water supply, disposal of garbage.

SOCIAL CUSTOMS AND MANNERS.

The aim of this course is to lead the student to recognize the importance of manners and courtesy; to have high ideals; to develop her personality, and to make her socially efficient in the home, the school and society.

HISTORY AND APPRECIATION OF ART.

The course includes a study of the fundamental principles of design, composition, color and harmony; and appreciative study of the architecture, sculpture, painting and design of the past and present. Special attention will be given to the study of American art and architecture; to the consideration of the betterment and beautifying of the community and to problems of civic art.

HOUSEHOLD APPLIANCES

We study heating, lighting, plumbing and mechanical devices used in the homes. Problems arising in the everyday household furnish a good opening for a study of physics and much more interest is manifested than when considered abstractly. In the previous semester the students have planned and furnished a home; it now becomes necessary to be well informed concerning the appliances to be used there.

BOOKKEEPING

This course aims to review work of the secondary school in elementary principles and bookkeeping routine; also to develop the theory and practice of accounts and the making of business statements. Special attention is given to advanced forms of bookkeeping, preparation of business statements, cost accounting, office filing, and general office practice. Actual office work is done. Methods of teaching bookkeeping end the course.

TYPEWRITING

This course aims to perfect the student in knowledge of the keyboard, and in understanding of the machine. Reasonable speed and accuracy are expected. Advanced work is required in all common forms of typewriting; arrangement, tabulation, office forms, etc. Speed must be acquired. Methods of teaching are discussed.

STENOGRAPHY

The Gregg system is used. Principles are mastered and speed is acquired. Much practice is given in writing and transcribing material of various sorts for the acquisition of a wide vocabulary. Real office work is the core of this work, which aims to conserve principles previously taught, increase speed, meet real problems, do real secretarial work, and acquire a professional viewpoint. Pedagogical principles are applied to the teaching of stenography as they would be to the teaching of reading or any other subject. Method is just as important here as in the elementary school. One great value of the normal school curriculum in commercial subjects is the pedagogical conception of method.

COMMERCIAL ARITHMETIC

This subject is important for review of fundamental principles and for motivation of processes. Methods of teaching the subject are emphasized.

COMMERCIAL AND INDUSTRIAL GEOGRAPHY

This course reviews and extends the course in commercial geography taught in high schools, and aims to prepare teachers of the subject. Various fields of commerce and industry are studied with particular reference to the commercial countries and their relations with the United States.

COMMERCIAL LAW.

This course aims to give the student some understanding of law underlying contracts, and various other business forms and practices.

SOCIAL ECONOMIC PROBLEMS.

This is an advanced course in economic sociology, offered to third year students only.

BUSINESS ENGLISH AND CORRESPONDENCE.

In this course an intensive study is made of modern business methods of dealing with all phases of correspondence, including all important documents pertaining to letter writing, and the use of modern office appliances.

PENMANSHIP.

It is expected that a high school graduate from the commercial curriculum be a competent penman. The aim of the penmanship course in the normal school is development of method of teaching. Poor writers must acquire reasonable proficiency.

GENERAL SCIENCE.

Because students in the commercial curriculum frequently have had no science in the high school, the normal school curriculum requires elementary work in everyday manifestations of natural phenomena, to the end that the teacher may be not entirely ignorant of the common things of life.

COMMENCEMENT EXERCISES.

JUNE 16, 1920.

PROCESSIONAL, "Dawn of Peace," Person

St. Clair's Orchestra, Laconia.

PRAYER,

Rev. John R. Copplestone

"My Soul at Thy Dear Voice," Saint-Saens

Senior Class

ESSAY, "The School as a Community Center,"

Mary Laura Wilmot

"Angel Face," Herbert

Orchestra

ESSAY, "Social Service in Rural Schools,"

Bernice Jane Wiggin

a. "Song at Sunrise," Manney
b. "Gypsy Life," Schumann

Senior Class

ESSAY, "An Appreciation of the Commerce Curriculum,"

Louisa Mae Emmons

"Lochinvar's Ride," Shelley

Senior Class

ESSAY, "The Child is the Future Citizen,"

Frances Ann Johnson

Selection from "Thais," Massenet

Orchestra

Presentation of Diplomas,

Director Ernest Leroy Silver

RECESSIONAL, "Fest March," Perfect

Orchestra

GRADUATES, 1920

GENERAL CURRICULUM.

Name	Home Address	Where Teaching
Amsden, Charlotte Lou,	Felchville, Vt.	Enfield.
Ballam, Rena May,	Norwich, Vt.	Ashland.
Bienvenue, Florence,	Manchester,	Manchester.
Bowles, Lucie Rebecca,	Franconia,	Lisbon.
Buswell, Elsie Douglass,	Salisbury, Mass.,	Massachusetts.
Chase, Marion Almira,	Franklin,	Ashland.
Chase, Vesta Minerva,	Windsor, Vt.,	Whitefield.
Davis, Gladys Bertha,	Epping,	Exeter.
Fisher, Helen Elizabeth,	Lisbon,	Lincoln.
Fletcher, Elsie Mae,	Haverhill,	N. Woodstock.
Foster, Marjorie Brenda,	Norwich, Vt.	Whitefield.
Hayes, Helena Marian,	Meredith,	Claremont.
Headley, Margaret Henderson,	Conway,	Wolfeboro.
Hopkins, Marion Gertrude,	Manchester,	Manchester.
Johnson, Frances Ann,	Littleton,	Enfield.
Knight, Edith Lillian,	Brentwood,	Enfield.
Leighton, Charlotte,	Rochester,	Claremont.
Marshall, Helen Genevieve,	Jefferson,	Lincoln.
McCarthy, Christine,	Manchester,	Manchester.
Morrison, Dorothy Elaine,	Manchester,	Manchester.
Pierce, Margaret Lydia,	Plymouth,	Plymouth.
Robinson, Anna Pauline,	Brentwood,	Laconia.
Robinson, Ruth Garland,	Brentwood,	Exeter.
Ryerson, Gladys Mildred,	Manchester,	
Sherburn, Grace Marie,	Franconia,	Claremont.
Skelton, William Fremont,	Lincoln,	
Smart, Isabelle Ellen,	Durham,	Claremont.
Whipple, Marion Etta,	Rochester,	Claremont.

Whipple, Mildred Edna,	Rochester,	Milton Mills.
Wiggin, Bernice Jane,	Stratham,	Claremont.
Wilmot, Mary Laura,	Enfield,	Farmington.
Woodward, Doris Evelyn,	Franklin,	Groveton.
Young, Alice Mary,	Franconia,	Lisbon.

COMMERCE CURRICULUM, (Three Years.)

Emmons, Louisa Mae,	Thornton,	Enfield.
Gale, Doreen Lyzetta,	Littleton,	Whitefield.

HOME ECONOMICS CURRICULUM, (Three Years).

Mathews, Marion Evelyn,	Rochester,	Meredith.
Messer, Edna Gertrude,	New London,	Enfield.
Stoughton, Edith Frost,	Claremont,	Haverhill.
Taggart, Evelyn,	Newbury, Vt.	Whitefield.

CLASS OF 1921.

GENERAL CURRICULUM.

Baker, Ethel Mildred ..... Ashland
Ball, Lula May ..... Fremont
Bartlett, Almira Belle ..... Wolcott, Vt.
Bayley, Gladys Susan ..... Plymouth
Biathrow, Gladys May ..... Enfield
Bosence, Lena May ..... Campton
Brown, Cecil Pearl..... St. Johnsbury, Vt.
Clough, Doris Virginia ..... Dover
Cole, Barbara ..... Hampton
Dawson, Annie Elizabeth ..... Plymouth
Estes, Marjorie Evelyn ..... Rochester
Eastman, Helen Lillian ..... Berlin
Gaffield, Mary Elizabeth ..... Bradford, Vt.

Gale, Marion Lucy ..... Haverhill
George, Rachel Rosetta ..... Concord
Gile, Evelyn Ruby ..... Northfield
Gingras, Leoneore Agnes ..... Ashland
Hall, Irene Gentle ..... Alexandria
Hanel, Elsie Alyce ..... Manchester
Hazzard, Florence May ..... Berlin
Hebert, Beatrice Germaine ..... Franklin
Hildreth, Doris ..... Lisbon
Hudson, Florence Edith ..... New Ipswich
Johnson, Celia Mabelle ..... Wolfeboro
Johnson, Doris ..... Woodstock
Keene, Ella Olive ..... Northumberland
Knox, Helen Gertude ..... Exeter
Lattie, Frances Mildred ..... Northumberland
Layne, Helen Irene ..... Lee
MacIntyre, Gertrude Helena ..... Berlin
Macy, Isabel ..... Berlin
Marshall, Elisabeth Weeks ..... Northumberland
Marshall, Jeannette Gilman ..... Colebrook
Martin, Gladys Eliza ..... Colebrook
Mathews, Mildred Elaine ..... Rochester
Matorian, Margaret ..... Salem
McCormack, Frances Marguerite ..... Woodstock
McHale, Nora ..... Berlin
Merrill, Ruth Madella ..... Franklin
Miller, Marion Gertrude ..... Fairlee, Vt.
Parker, Ida Agnes ..... Tilton
Perkins, Ethel Marjorie White ..... Laconia
Pettengill, Charlene Laura ..... Concord
Piper, Ruth Agnes ..... Franklin
Rodliff, Zilla Augusta May ..... St. Johnsbury, Vt.
Sanborn, Ethel Gilman ..... Tilton
Scully, Martha Virginia ..... Concord
Sheridan, Margaret Veronica ..... Berlin
Stevens, Esther Greeley ..... Franklin

Stevens, Mildred ..... Franklin
Vose, Madeline Virginia ..... Concord
Walbridge, Elva Rosie ..... St. Johnsbury, Vt.
Walker, Altha Elise ..... Concord
Watkins, Catherine Nourine ..... Whitefield
Weeks, Hazel Olive ..... Laconia
White, Regina Madeline ..... Laconia
Woodward, Mae Olive ..... Northumberland

COMMERCE CURRICULUM, (Three Years).

Bradbury, Olive Pearl ..... Pembroke
Cram, Helen Harriet ..... Lancaster
Sheehan, Charlotte Elizabeth ..... Laconia

HOME ECONOMICS CURRICULUM, (Three Years).

Bradbury, Muriel Flossie ..... Pembroke
Corliss, Beth Helen ..... Franconia
Lougee, Hazel Frances ..... Hollis
McCarthy, Teresa Agnes ..... Dover
Pulsifer, Ruth Etta ..... Plymouth
Smalley, Virginia Grace ..... Dover
Webster, Olive Clifford ..... Laconia

CLASS OF 1922

GENERAL CURRICULUM.

Abear, Florence Louise ..... Ashland
Annis, Doris Harriet ..... Warner
Bartlett, Lillian Ruth ..... Lebanon
Berry, Lua May ..... New Durham
Blaisdell, Dorothy Florence ..... Meredith
Boland, Dorothea Wheeler ..... Haverhill

Caswell, Ruth Florence ..... Laconia
Clark, Florence Evelyn ..... Windham
Davis, Rena Saphronia ..... Laconia
Devlin, Genevieve ..... Northumberland
Dexter, Marguerite ..... Bethlehem
Dodds, Annabell Mary ..... Laconia
Durgin, Lucy Eliza ..... Concord
Eadie, Elizabeth McPherson ..... Manchester
Esty, Jennie Eloise ..... Hudson
Fadden, Edna Ruth ..... Woodstock
Filmore, Nellie Margaret ..... Laconia
French, Ruth Evelyn ..... Northfield
Gray, Edith Maria ..... Rochester
Hadley, Helen Gertrude ..... Dunbarton
Hardy, Madeline Hazel ..... Haverhill
Hawkins, Freda Elizabeth ..... Meredith
Hodge, Flora Belva ..... Sanborton
Jameson, Doris Irene ..... Manchester
Lytle, Mary Elizabeth ..... Littleton
Morrissey, Mary Virginia ..... Manchester
O'Keefe, Katherine Cecilia ..... Littleton
Osgood, Elizabeth Marion ..... Laconia
Payson, Emily Wyman ..... Laconia
Pearson, Ruth Marian ..... Laconia
Phillips, Laura Dorothy ..... Concord
Small, Beatrice Hamlin ..... Warner
Smith, Edna Mae ..... Concord
Snierson, Minnie Dorothy ..... Laconia
Stevens, Florence Evelyn ..... Franklin
Swinnerton, Minnie Augusta ..... Center Harbor
Taylor, Harriett Elizabeth ..... Ashland
Temple, Laura Eugenia ..... Littleton
Wiggin, Ruth Maude ..... Brandon, Vt.
Wilkinson, Marion Ethelyn ..... Laconia

COMMERCE CURRICULUM.

Dow, Bertina Emma ..... Goffstown
Farr, Hazel Caroline ..... Littleton
Sylvain, Cecilia ..... Rochester

HOME ECONOMICS CURRICULUM

Ackerman, Thelma Inez ..... Hill
Barr, Dorothy Goodwin ..... New Boston
Boucher, Elsie Olivia ..... Whitefield
Caswell, Mildred Camilla ..... Merrimack
Dexter, Marion ..... Bethlehem
Fifield, Lillian ..... Conway
Kendall, Dorothy Frances ..... Manchester
King, Rozel Marie ..... Laconia
Lamere, Clare Oliver ..... Whitefield
Miner, Grace Lucile ..... Lisbon
Nutting, Gladys Ellen ..... Laconia
Pickering, Thelma Mae ..... Laconia
Shute, Dorothy Sanborn ..... Plymouth
Tuttle, Marian Delphine ..... Littleton

CLASS OF 1923

COMMERCE CURRICULUM

Corliss, Hazel Viola ..... Plymouth
*Eastman, Mura ..... Newport

HOME ECONOMICS CURRICULUM

Clement, Angelique Gertrude ..... Laconia
Davis, Alice Mary ..... Whitefield
Favor, Vera Lillian ..... Franklin
Foster, Martha Harriett ..... Plymouth

Porter, Olive ..... Manchester
Sampson, Gertrude Elizabeth ..... Rochester
Spillane, Gladys ..... Hampton Falls

SPECIAL STUDENTS

Ball, Bernice Ablice ..... Fremont
Ladd, Edith ..... Ashland
Lynch, Amelia Irene ..... Danbury
Mayberry, Florence ..... Lyme
Mellinger, Marion ..... Atkinson
Moses, Doris Ella ..... Franconia
Nolan, Mertie Ethel ..... Sutton
O'Keefe, Anne Regina ..... Littleton
Ramsdell, Irene Veronica ..... Manchester

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*Attended less than a semester.

OUR LAST WORD.

My Dear Senior:

This catalog has described briefly Plymouth Normal School. It has not attempted to be exhaustive in description or artful in design. It has aimed to interest high school graduates in an institution provided by the State of New Hampshire for the higher and special education of young people for the most important vocation that one may prepare for—just now certainly. New Hampshire and America are urgently calling for teachers. Never was the need so great. No more patriotic and useful service can be rendered now by our young people than that of enlisting for the army of those who must educate the coming generation for tasks enormous, which must be met wisely and—let us trust—safely. Plan, therefore, friend, to go to Normal School. Get ready to do your share in shaping the destinies of America and the world.

In this catalog you read that our school has an honorable past. The standing of its graduates today compares favorably with the records of the older alumni. You are interested in this fact, because you will choose a higher institution on the basis of its present worth rather than its past glories. You will make no mistake in selecting Plymouth. Our institution stands at the head of the entire list of colleges and normal schools furnishing teachers for New Hampshire,—at the head, not in numbers, but in efficiency of work done in the elementary and secondary schools of the state. You will enter an atmosphere of service and efficiency when you enter Plymouth Normal School.

Your state needs you as a teacher. Your state has provided free excellent opportunity for training. Send

in your application at once. Credentials and proof of high school graduation can follow later. A new status has come to the teacher recently in greatly increased importance and recognition from state and national government through legislation demanding increased salaries, higher standards of teaching, competent supervision and more secure tenure of office. In New Hampshire the cause of education is mightily served by the new education law of 1919. Henceforth none but approved teachers may be employed. This means that the time is near when every teacher must be trained for her work by graduation from some curriculum of a teacher-training institution. Why not get ready for the best positions in the state by attending Plymouth Normal School.

ERNEST L. SILVER, Director.

ENROLLMENT BY COUNTIES AND TOWNS
1920—1921

	Class of 1921	Class of 1922	Class of 1923	Special
COOS COUNTY				
Berlin	6			
Colebrook	2			
Lancaster	1			
Northumberland	4	1		
Whitefield	1	2	1	
GRAFTON COUNTY				
Alexandria	1			
Ashland	2	2		1
Bethlehem		2		
Campton	1			
Enfield	1			
Franconia	1			1
Haverhill	1	2		
Lebanon		1		
Lisbon	1	1		
Littleton		5		1
Lyme				1
Plymouth	3	1	2	
Woodstock	2	1		
BELKNAP COUNTY				
Center Harbor		1		
Laconia	5	12	1	
Meredith		2		
Sanbornton		1		
Tilton	2			
CARROLL COUNTY				
Conway		1		
Wolfeboro	1			
SULLIVAN COUNTY				
Newport			1	
STRAFFORD COUNTY				
Dover	3			
Lee	1			
New Durham		1		
Rochester	2	2	1	
ROCKINGHAM COUNTY				
Atkinson				1
Exeter	1			
Fremont	1			1

ENROLLMENT BY COUNTIES AND TOWNS

1920—1921—*Continued*

	Class of 1921	Class of 1922	Class of 1923	Special
ROCKINGHAM COUNTY—*Continued*				
Hampton	1			
Hampton Falls			1	
Salem	1			
Windham		1		
MERRIMACK COUNTY				
Concord	5	3		
Danbury				1
Dunbarton		1		
Franklin	5	1	1	
Hill		1		
Northfield	1	1		
Pembroke	2			
Sutton				1
Warner		2		
HILLSBOROUGH COUNTY				
Goffstown		1		
Hollis	1			
Hudson		1		
Manchester	1	4	1	1
Merrimack		1		
New Boston		1		
New Ipswich	1			
VERMONT	6	1		
	67	57	9	9

Total Enrollment.....142

P·N·S

Perseverance · in · effort · ✠

Loyalty · to · ideals · ✠ · ✠

Yearning · for · service · ✠

Memories · that · bless · and · burn

Opportunity · for · self-expression

Unity · with · humanity · ✠

Trust ✠ in ✠ God · ✠ · ✠

Honor · to · country · and · self

APPLICATION FOR ADMISSION.

The applicant for admission to Plymouth Normal School will send these blanks properly filled out with her letter of application.

Name .... *Date of Birth*.. .....

Residence .... *Birthplace*.....

Graduated from.....*High School in 19*.....

Experience as a teacher: place.....

References: } ....
....

Date..... ....

CERTIFICATE OF GRADUATION.

This is to Certify *That*.....

is a graduate of a four years' curriculum of the.....

High School—year,.....*curriculum* .....;
that she is, as I believe, a person of good moral character, of integrity of purpose and of studious habits. I recommend her for admission to the Plymouth Normal School.

.....*Headmaster.*

Date..... .....

PHYSICIAN'S CERTIFICATE.

This is to Certify *That*..... ....
is physically fit to enter upon a course of training for teaching and is free from any disease that would unfit for schoolroom work.

....*19*.....

....*M. D.*

STUDENT'S AGREEMENT.

I, ... *in consideration of free tuition (one hundred dollars per annum) in the Plymouth Normal School, do hereby agree to teach in the public schools of New Hampshire, unless relieved by the State Board of Education for good cause, for a period equal to the length of my course in this school.*

(Signed).....

Date.....

Approved.....*Parent or Guardian.*

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